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ABSTRACT

This syllabus provides guidelines and bibliographies for training teachers. A variety of training programs in classroom communication, ranging in length from one-hour presentations to semester-length courses, are outlined. The flexible format is divided into five parts: (1) Rationale for Studying Classroom Communication; (2) Communication Models: Perspectives on Teaching as Communication; (3) Nonverbal Communication; (4) The Verbal Code: Encoding and Decoding; and (5) Barriers to Classroom Communication. This report also suggests instructional materials (including readings, films, and activities) that increase teachers' and prospective teachers' awareness of classroom communication. (CH)

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CLASSROOM COMMUNICATION:

A FLEXIBLE TEACHER TRAINING PROGRAM IN

INTERPERSONAL COMMUNICATION

by

Elizabeth M. Lynn

and

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June 1972

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This syllabus attempts to provide three services for speech communication educators concerned with teacher education programs:

1) It organizes the topic of classroom communication into five basic units which can serve as the structure for a variety of training programs, ranging from a one-hour presentation to a semester course;

2) It gathers the relevant research reports into an annotated bibliography which can function as a departure point for preparing lectures, students' in-depth investigations into specific topics, and instructor research;

3) It suggests instructional materials, including readings, films and activities, designed to increase teachers' and prospective teachers' awareness of classroom communication, their ability to analyze and evaluate that communication, and (hopefully) their ability to improve the communication in their own classrooms, whether they are cast in the role of student or teacher.

This syllabus does <u>not</u> provide a definitive list of instructional resources; those included here are intended to be suggestive, not prescriptive. We trust that much better materials can be found or created. Additionally, we assume that no single unit of instruction would profitably utilize all the readings and research reports listed here. A wide variety of materials are included so that the instructor and students can select those that appear to be best suited to their particular needs. Although "readings" and "research reports" are listed separately in each unit, the instructor and students may well want to include research studies as part of the assigned readings.

No attempt has been made to specify the mode of instruction, as class size, time limits and other factors will dictate radically different solutions

for different situations. The suggested activities reflect the writers' conviction that the best way for people to learn about interpersonal communication is for them to become personally involved in analyzing and evaluating their own communication and the communication of others.

Hopefully, this syllabus is flexible enough to function in a wide variety of educational situations, yet cohesive enough to maintain its primary focus: interpersonal communication in the classroom.

One-hour lecture-presentations could be drawn from the research reports on such topics as: (1) the impact of teacher communication, (2) the problems of communicating across cultural barriers, or (3) teacher nonverbal behavior--the unspoken language of the classroom. Short workshops could feature one activity from each of two or three of the units, while a summer workshop of a week or two would be able to cover at least one activity from each unit. For a semester course on classroom communication, the present syllabus would only be a skeletal outline.

Teachers glancing over the following pages will immediately be struck with the jargon-laden language of the research reports. In summarizing research findings, the present writers have not succeeded in expunging this document of the esoteric terminology of educational and communication research. However, if the study of classroom communication is to be meaningful to public school teachers and prospective teachers, the users of this syllabus (including its authors) must translate such terms as "PIT," "indirect verbal behavior," and "emitter/auditor/target communication roles" into meaningful concepts to people who are interested in real teaching and not laboratory research.

UNIT I

Rationale for Studying Classroom Communication

Objectives:

1) To create an awareness that communication which takes place in the classroom has profound effects on the learning atmosphere and the relationships of the people in the class.

2) To create an awareness that classroom communication can be altered.

Readings:

Ammons, Margaret. "Communication: A Curriculum Focus." Elementary School Curriculum. Edited by Michael Palardy. New York: Macmillan Company, 1971, pp. 23-38.
-Argues that "academic" divisions of curriculum in elementary school are artificial and should be replaced with a unitary approach focusing on communication as a key aspect of children's intellectual, social, and emotional development.

Giffin, Kim and Patton, Bobby R. Fundamentals of Interpersonal Communication. New York: Harper and Row, 1971. Chapter 2: "The Interpersonal Imperative."

Holt, John. How Children Fail. New York: Pitman Publishing Corporation, 1967. See especially part II, "Fear and Failure."

_____. How Children Learn. New York: Pitman Publishing Corporation, 1967. See especially "Talk," pp. 53-84.

_____. The Under-Achieving School. New York: Pitman Publishing Corporation, 1969. See especially: "Schools Are Bad Places For Kids," pp. 15-34 and "Making Children Hate Reading," pp. 80-95.

Nebraska Curriculum Development Center. Oracy. Lincoln, Neb.: University of Nebraska, 1968. ERIC Document #ED 045 680.
-Provides a rationale for child communication in the classroom; outlines pre-service and in-service training blocks for elementary school teachers to help them develop oracy in their classrooms.

Riskind, Steve. "The Interaction Between Teacher and Student." USAF Instructor's Journal, 9 (Spring, 1972), 38-47. Reprinted from the August, 1970, Memo to the Faculty, Center for Research on Learning and Teaching, University of Michigan. An important basic reading which discusses the concepts of teacher roles and student "types" being explored by Professor Richard Mann and his colleagues at the University of Michigan. Literate, concise, and perceptive.

Ricter, Kurt W. "The Challenge of Speech Communication in the Elementary Classroom." Paper presented at the 1972 meeting of the Southern Speech Communication Association; San Antonio, Texas (mimeographed).
-Argues that the traditional classroom communication system must be altered in order to facilitate language learning.

Activities:

1) The instructor will present a rigidly traditional short lecture on the impact of classroom communication on the classroom atmosphere. The only verbal communication permitted from students will be answers to sharply worded questions from the instructor. In general, the instructor will create a tense, authoritarian atmosphere through his control of communication. The lecture will be video-taped.

2) The preceding lecture serves as the focus for a class discussion (or discussions) on the impact of the communication system on the students. The objective of the discussion is to determine the influence of the teacher's behavior on the class members. The instructor does not participate in these discussions at all. It may be best for him to leave the room. Preliminary conclusions are formulated by the group(s).

3) The class views the lecture again via video-tape and checks its preliminary conclusions against the lecture itself. The group(s) meet again and draft specific recommendations for how classroom communication should be altered to create an atmosphere more conducive to learning.

Research Reports:

Amidon, Edmund. "Interaction Analysis and Microteaching Skill Development in Teaching." Paper presented at the 1969 meeting of the American Psychological Association, Washington, D.C.
-Impact of training in interaction analysis: "Student teachers trained in these programs were found to be more accepting of student ideas and feelings, to ask more broad questions, and to criticize students less frequently than student teachers who had participated in more traditional programs. Their behavior was generally more flexible than that of the control group." (p. 18) ERIC Document #ED 030 469.

_____ and Giammatteo, Michael. "The Verbal Behavior of Superior Teachers." Elementary School Journal, 65 (February, 1965), 283-285.
-"Superior" teachers are defined as those designated "superior" by their supervisors. "The results indicate that the verbal behavior patterns of superior teachers differ substantially from those of average teachers. The superior teachers talked about 40% of their total class time, while the normative group talked about 52% of the time. The superior teachers were more accepting of pupil-initiated ideas, tended to encourage these ideas more, and made a greater effort to build on these ideas than the average teachers did. The superior teachers dominated their classrooms less, used indirect verbal behavior more, and used direction-giving and criticism less than the normative group, and their lectures were interrupted

more by questions from the pupils. There was . . . more pupil participation in the classes of the superior teachers than in the classes of the average teachers." (pp. 284-285).

Christensen, C. M. "Relationships Between Pupil Achievement, Pupil Affect-Need, Teacher Warmth, and Teacher Permissiveness." Journal of Educational Psychology, 51 (June, 1960), 169-174.
-Vocabulary growth was significantly greater under teachers whose pupils rated them high on a "warmth" scale.

Davidson, Helen H. and Lang, Gerhard. "Children's Perceptions of Their Teachers' Feelings Toward Them Related to Self-Perception, School Achievement and Behavior." Journal of Experimental Education, 29 (December, 1960), 107-118.
-Children infer teachers' attitudes toward them based on teacher behavior. Teachers appear to communicate more negative attitudes toward lower achieving students and students from lower socio-economic classes.

DeVault, M. Vere; Anderson, Dan W.; and Larson, Eleanore. "An Exploratory Study of the Impact of Teacher Communication on Mental Health in the Classroom." Mental Health and Teacher Education, Forty-Sixth Yearbook, 1967. Washington, D.C.: Association for Student Teaching, 1967, pp. 188-216. ERIC Document #ED 031 417.
-"There seems to be clear evidence that the affective domain of the classroom is in part a product of the teacher's communication behavior. The results of the present study repeatedly pointed up the relationship of the personal dimension of teacher communication to desirable concepts of self and of school attitudes. This dimension represents the teacher who gives of his personal self and relates instructional tasks to the personal lives of his students. Apparently, teachers need to be made increasingly aware of the impact which this personal element in teaching has on the learner." (p. 213).

Flanders, Ned A. "Personal-Social Anxiety as a Factor in Experimental Learning Situations." Journal of Educational Research, 45 (1951), 100-110.
-The study demonstrates the positive effects of supportive teachers on self-confidence of students and on students' willingness to participate.

Howard, Dorothy, ed. Folklore in the Elementary Schools. Lincoln, Neb.: University of Nebraska Curriculum Development Center, 1968.
-Attacks the quiet classroom and lays bare its authoritarian, anti-intellectual assumptions. ERIC Document #ED 045 679.

Lewis, Wilbert W. "Selected Concepts of Communication as a Basis for Studying Mental Health in the Classroom." Journal of Communication, 11 (Sept., 1961), 157-162.
-Discusses communication concepts labeled "receptiveness," "accuracy," "mobility" and "responsiveness" as they apply to teacher-pupil interaction in a school classroom. Argues that communication problems centering on these concepts may indicate an emotionally unhealthy situation in a classroom.

Wood, Nolan Earl Jr. "The Effect of an In-Service Training Program in Verbal Interaction Analysis on Teacher Behavior in the Classroom." Unpublished doctoral dissertation, University of Houston, 1968. Dissertation Abstracts, Vol. 29, #3788-A. Concludes that the training program described in the title did change teacher-student verbal interaction.

UNIT II

Communication Models:
Perspectives on Teaching as Communication

Objectives:

1) To conceptualize classroom communication as a reciprocal, circular system of interaction among pupils and teachers.

2) To compare the different perspectives on classroom communication provided by the major systems of analyzing that communication.

3) To specify the major characteristics of communication patterns in traditional classrooms, based upon readings, observation of films of classroom interaction, observation of live classrooms, and class discussion.

4) To hypothesize the characteristics of classroom communication in a student-centered, or "open", classroom.

5) To have the class members analyze each others' communication patterns, both as teachers and students.

Readings:

Amidon, Edmund and Simon, Anita. "Teacher-Pupil Interaction." Review of Educational Research, 35 (April, 1965), 130-139.
-This is the most important review of research on classroom communication. An essential reading.

Bellack, Arno A., et al. The Language of the Classroom. New York: Teachers College Press, Columbia University, 1966.
-Chapter 3: "Overview of Classroom Discourse."
-Chapter 9: "Rules of the Language Game of Teaching."

Clark, Margaret L.; Erway, Ella A.; and Beltzer, Lee. The Learning Encounter: The Classroom as a Communications Workshop. New York: Random House, 1971. Pay particular attention to the transcripts of classroom dialogue.
-Chapter 1: "The System"
-Chapter 2: "The Setting"

Franzwa, Helen H. "Limitations in Applying Humanistic Psychology in the Classroom." Paper presented at the 1971 meeting of the Speech Communication Association, San Francisco.
-Provides a departure point for a class discussion of the implications, hazards and benefits to be derived from abandoning the traditional patterns of classroom communication.

French, Russell L. and Galloway, Charles M. "Communication Events: A New Look at Classroom Interactions." Educational Leadership, 27 (March, 1970), 548-552.
-Analyzes teacher behavior in terms of a communication framework and describes the PIT system of analyzing classroom communication by the function of the interaction: Personal (P), Institutional (I), Task (T), or Mixed (M).

Holt, John. The Under-Achieving School. New York: Pitman Publishing Corporation, 1969. See especially "Teachers Talk Too Much," pp. 47-52, and "Talk", pp. 169-203.

McCroskey, James C.; Larson, Carl E. and Knapp, Mark L. An Introduction to Interpersonal Communication. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971
-Chapter 1: "The Interpersonal Communication Process."

McKeachie, W. J. "Research on Teaching Methods." Dimensions of Oral Communication Instruction. Edited by Keith Erickson. Dubuque, Iowa: Wm. C. Brown Co., 1971, pp. 134-169.

Phillips, Gerald M.; Dunham, Robert E.; Brubaker, Robert; and Butt, David. The Development of Oral Communication in the Classroom. Indianapolis, Ind.: Bobbs-Merrill Company, 1970.
-Chapter 1: "Oral Communication and the Classroom Teacher."
-Chapter 4: "The Classroom as a Verbal Community."

Verduin, John R. Conceptual Models in Teacher Education: An Approach To Teaching and Learning. Washington, D. C.: American Association of Colleges for Teacher Education, 1967. See especially the following chapters.
-Chapter 5: Ned A. Flanders, "Interaction Analysis."
-Chapter 6: Arno A. Bellack, "The Language of the Classroom."

Activities:

1) The class will view a short film portraying classroom communication. Half the class will analyze the communication in terms of the DeVault Model (see p. 12), while the other half of the class will employ the Crossan & Olson Model (see p. 13). The class will contrast their observations and specify the differing assumptions behind each model.

2) The class will form several groups which will each be assigned one of the major systems for analyzing classroom communication (Flanders' Interaction Analysis, Bellack's pedagogical moves, Adams' concept of emitter/auditor/target communication roles, or French and Galloway's "PIT" functional analysis). The groups will familiarize themselves with their system and apply it to a live classroom situation. The goal of this activity is not to develop skilled coders of classroom communication, but to have the students in each group reach conclusions on: 1) what perspective their system gives the observer of classroom communication, and 2) what major patterns of classroom communication are revealed through their systems. A variation of this activity would be to have each group observe the same filmed or live classroom and then compare their findings.

3) Each group will create a model of communication in an open or student-centered classroom. The class will analyze the differences between the groups' models, their utility and their biases.

4) Each class member will present a microteaching unit to the members of her/his group. One member of the group will analyze the classroom communication according to a system selected by the group. Other group members will act as pupils. Each student's microteaching unit will be video-taped, with the replay being presented in conjunction with a group discussion/evaluation of the class member's management of communication. If the class members are student teaching or are in-service teachers, actual classes could be used in the activity. The goal of this activity is for the students to evaluate their own classroom communication and the communication of their peers in a non-threatening environment. This activity could be repeated one or more times during the course, giving class members an opportunity to chart their progress in altering their classroom communications in directions that they have deemed desirable.

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Progress Check:

1) After viewing a filmed classroom communication event, class members will use the DeVault Model (see p. 12) to identify: the source unit, the destination unit, the messages, the interpreters, and the overlap of fields of experience.

2) On a short "objective" test, class members will identify the major research findings in patterns of classroom communication.

3) The model application (item #1 above) and objective test will be corrected in class and discussed.

Research Reports:

Adams, Raymond S. "Location as a Feature of Instructional Interaction." Merrill-Palmer Quarterly, 15 (October, 1969), 309-321.
-Communication is concentrated in the front of the classroom and along the center aisle. Proposes a "location-communication participation principle": the greater the distance a seat is from the center line of the classroom and the greater the distance it is from the center front of the room, the less the likelihood that the student occupying that seat will be involved in the direct communication-interaction system.

_____ and Biddle, Bruce J. "An Analysis of Classroom Activities: Final Report." Unpublished report, Center for Research in Social Behavior, University of Missouri, Columbia, 1967. ERIC Document #ED 015 537.
-Based on a three-year study of public school classrooms considered to be "enlightened" and "progressive."
-"The communication structure data suggest that the pervasiveness of the central system [teacher interacts with majority of the class] merits comment. Presumably, one of the best ways to ensure conformity is to limit the range of counter-conformity experiences available. If the

(cont.)

children are continuously exposed to an organizational structure that is predicated on an assumption of non-active involvement through passive attention, then presumably, they will become used to it, if not actually fond of this kind of involvement. Psychology has not yet produced either a learning theory or a behavior theory that relies on vicarious experience as its central tenet. Yet vicarious experience is essentially what most children get most of the time. Now either the psychology books will have to be recast or the concommitants of this kind of organizational characteristic of classroom behavior will have to be faced. It would perhaps not be too harsh to suggest that as well as receiving practice in exercising restraint many children are also receiving thorough grounding in the essentials of apathy." (pp. 673-674).

Amidon, Edmund J. "Interaction Analysis." Methods of Research in Communication. Edited by Phillip Emmert and William D. Brooks. Boston: Houghton Mifflin Company, 1970, pp. 373-425.
-A thorough discussion of interaction analysis as a research tool in classroom communication with an emphasis on the mechanics of applying the system. Includes the most up-to-date bibliography of published and unpublished words on teacher-pupil interaction.

Crossan, Donna and Olson, David R. "Encoding Ability in Teacher-Student Communication Games." Paper presented at the 1969 meeting of the American Educational Research Association, Los Angeles. ERIC Document #ED 028 981.
-Reports an experiment in teacher-pupil communication with 6th graders. The amount of feed-back from students to teacher was varied with the finding that "the efficiency of communication is a direct function of the degree of feedback permitted . . . and that the visual and auditory components of the feedback appear to be additive." (p. 3).

DeVault, M. Vere; Anderson, Dan W; and Larson, Eleanore. "Impact of Teacher Communication on Mental Health." (See p. 5 for complete bibliographic entry.)
-"During the three-year period from the time students first worked with elementary pupils as a part of their laboratory experiences through their first year as beginning teachers, the communication analyses reveal that the subjects [i.e., the teachers] of the study asked for less information, gave more information and decreased their expression of both positive and negative feelings." (p. 211).

French, Russell L. "A Study of Communication Events and Teacher Behavior: Verbal and Nonverbal." Paper presented at the 1970 meeting of the American Educational Research Association, Minneapolis. ERIC Document #ED 041 827.
-An analysis of the classroom communication of junior high school teachers revealed that "there is a lack of emphasis placed upon personalized communications (those focusing on personal interests, needs, and expectations)." The author suggests that "theory and research focusing on the relationship between classroom communication and the perceived institutional roles and expectations of both teachers and pupils could be most helpful." (p. 26).

Garrard, Judy. "Classroom Interaction: Review of the Literature." Unpublished paper, Research and Development Center for Teacher Education, University of Texas, Austin, July, 1966. ERIC Document #ED 013 988.
-Up-dates the Amidon and Simon article (see Readings, p. 6, of this unit).

Giammatteo, Michael C. "Interaction Patterns of Elementary Teachers Using the Minnesota Categories for Interaction Analysis." Unpublished doctoral dissertation, University of Pittsburgh, 1963. Dissertation Abstracts, Vol. 25, #2365.
-Reports that students, not teachers, created most of the opportunities for other students to initiate talk.

Heger, Herbert K. "Analyzing Verbal and Nonverbal Classroom Communications." Unpublished paper, College of Education, Ohio State University, 1968. ERIC Document #ED 025 483.
-Reports a miniaturized interaction analysis system used in the teacher education program at Ohio State University.

Hoetker, James and Ahlbrand, William P., Jr. "The Persistence of the Recitation: A Review of Observational Studies of Teacher Questioning Behavior." Occasional Paper No. 3, Central Midwestern Regional Educational Laboratory, St. Ann, Missouri, 1968. ERIC Document #ED 036 511.
-A concise (29 pages) summary of the research which stresses the teacher's monopoly of classroom talk and the high proportion of teacher questions calling for memory processes rather than more sophisticated thought processes on the part of the students. Interestingly enough, when students asked teachers questions, the teachers gave incorrect answers 15% of the time: "a statistic which may do much to explain the scarcity of pupil questions." (p. 21).

Hudgins, Bryce B. and Ahlbrand, William P., Jr. "A Study of Classroom Interaction and Thinking: Interim Report." Unpublished report of the Central Midwestern Regional Educational Laboratory, St. Ann, Missouri, 1968. ERIC Document #ED 026 344. See especially Chapter 3, "Properties of Formal Teacher and Pupil Classroom Communication," and Chapter 5, "The Relationships Between Teacher and Student Overt Thinking."
-In a study of 9 junior high school English classes, the investigators found that the distribution of student talk in the class was uneven with some students interacting with the teacher as infrequently as 5 or 6 times in 10 classroom hours while others interacted as frequently as 50, 80 or more than 120 times during the same period (p. 36). An examination of pupil and teacher levels of thinking revealed that "a correlation exists between the level of teacher thinking . . . [as defined in the study] and the frequency and level of student thinking." The writers cite this data as evidence that "the verbal behavior of teachers can be used to condition the verbal behavior of students."

Jackson, Philip W. and Lahaderne, Henriette. "Inequalities of Teacher-Pupil Contacts." Psychology in the Schools, 4 (July, 1967), 204-211.
-Reports the observation of four sixth grade classes. The report focuses on individual communication interactions (where the teacher communicates with only one pupil) and concludes that the teachers observed "spend much energy communicating with individual students and most of that energy is spent talking about or listening to academic matters." In these classrooms, the teachers had an individual interaction with a pupil slightly more often than once a minute! The observation system employed was similar to the PIT system.

Klein, Susan Shurberg. "Student Influence on Teacher Behavior." Unpublished doctoral dissertation, Temple University, 1970. ERIC Document #ED 040 979.
-Concludes that student feedback does indeed influence teachers' communication behavior and suggests training programs to make teachers more sensitive to how they are reacting to their students.

Matthews, Charles Columbus. "The Classroom Verbal Behavior of Selected Secondary School Science Student Teachers and Their Cooperating Classroom Teachers." Unpublished doctoral dissertation, Cornell University, 1966. Dissertation Abstracts, Vol. 28, #144-A.
-This study, like a few others, suggests that as a teacher continues to teach the same group of pupils, his communication behavior becomes more restrictive of the students, less accepting of them, and more authoritarian. Interaction analysis (Flanders) of classroom communication of 36 teachers over six progressive lessons revealed that: 1) teacher talk becomes more restrictive of student behavior and is devoted increasingly to facts and teacher opinion; acceptance and clarification of student ideas decrease; 2) frequency and length of student response to teacher questions decrease; 3) student initiated comments, however, increase; and periods of silence decrease in length and frequency.

A SCHEMATIC MODEL OF THE TEACHER-CHILD COMMUNICATION SYSTEM

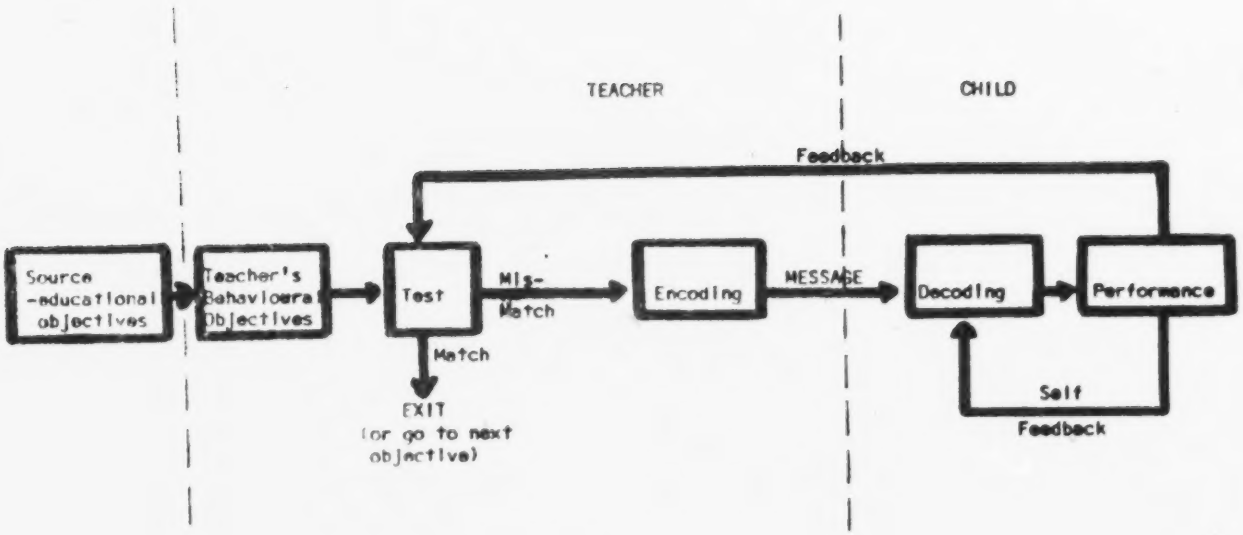

Figure 1. A Schematic Model of the Teacher-Child Communication System

Source:

Crossan, Donna and Olson, David R. "Encoding Ability in Teacher-Student Communication Games." Paper presented at the 1969 meeting of the American Educational Research Association, Los Angeles. ERIC Document #ED 028 981.

UNIT III

Nonverbal Communication

Objectives:

1) To foster increased sensitivity to nonverbal cues in interpersonal communication.

2) To provide students with greater flexibility in employing such nonverbal cues as use of space, teacher travel, use of time, and control maneuvers.

Readings:

Clark, Margaret L., et al. The Learning Encounter. (See p. 6 for complete bibliographic entry.)
-Chapter 3: "Nonverbal Behavior"
-Chapter 4: "Perceptual Behavior"

Galloway, Charles M. "Teacher Nonverbal Communication." Educational Leadership, 24 (October, 1966), 55-63.
-A competent discussion of the instructor's nonverbal communication; but it does not treat pupil nonverbal communication.

_____. "Nonverbal Communication." The Instructor, 77 (April, 1968), 37-42.
-A "short course" in nonverbal communication written in the style of a popular education magazine. Just about the best short article available to classroom teachers.

_____. "Nonverbal Communication: A Needed Focus." Unpublished paper, Ohio State University, College of Education, 1968. Discusses nonverbal communication in the classroom from anthropological, sociological and psychological perspectives. ERIC Document #ED 025 484.

Gipson, Gary N. and Ritter, Kurt W. "Nonverbal Communication in Teaching and Counseling." USAF Instructors Journal, 9 (Summer, 1972).
-Discusses nonverbal communication variables in traditional classroom and counseling settings.

Holt, John. How Children Fail. (See page 3 for complete bibliographic entry.)
-Part IV, "How Schools Fail," pp. 133-162, includes comments on children's perceptions of nonverbal teacher behavior.

Keltner, John W. Interpersonal Speech-Communication: Elements and Structures. Belmont, Calif.: Wadsworth Publishing Company, 1970.
-Chapter 6: "The Eloquence of Action: Nonverbal Communication."

McCroskey, James C. An Introduction to Rhetorical Communication. 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.
-Chapter 6: "Nonverbal Communication."

McCroskey, et al. An Introduction to Interpersonal Communication. (See p. 7 for complete bibliographic entry.)
-Chapter 6: "Nonverbal Variables"

Mehrabian, Albert. "Communication Without Words." Psychology Today, 2(September, 1968), 53-55.
-Asserts that 55% of the social meaning in a conversation is transmitted by facial cues, while 38% is communicated by voice characteristics, leaving only 7% to be communicated by the actual words.

Activities:

1) As the class views the film, "Counseling," (see p. 31) without sound, they indicate their perceptions of the student portrayed in the film on the personality perception inventory (see p. 16). The operation is repeated with the sound playing on the film. The class will discuss differences in perception of the pupil, hopefully with emphasis on how and why class members attributed different meanings to the same nonverbal cues.

2) The class again views the film, "Counseling," but this time the focus is on the nonverbal behavior of the teacher. Half the class analyzes the interaction in terms of types of nonverbal cues (kinesics, oculesics, objectics, haptics, vocalics, proxemics, and chronemics) while the other half of the class employs Galloway's six dimensions of teacher nonverbal behavior on the continuum of encouraging to restricting (congruity--incongruity; responsive--unresponsive; positive--negative affectivity; attentive--inattentive; facilitating--unreceptive; supportive--disapproving). [See p. 17]. Each group meets and consolidates its findings. The activity concludes with a class discussion contrasting the findings generated by the two different approaches and the differing perspectives of the two groups.

3) The class forms several groups. Members within each group will role-play students and teachers, administrators and parents, as they act out resolutions to discipline problems. [See Michael H. Jessup and Margaret A. Kiley, Discipline: Positive Attitudes for Learning, 1971, for hypothetical, but unresolved problems between students, teachers, administrator and parents.] These short role-playing scenes will be video-taped and played back for analysis of nonverbal communication. The focus of such analysis will be to discover nonverbal behavior which aggravated conflict or facilitated agreement.

4) The class will see the film, "Classroom Management." (See p. 31.) Meeting in several groups, the students will formulate strategies for manipulating nonverbal variables to resolve the problem of excessive noise during the group discussions portrayed in the film. One group's solution will be employed by a student role-playing a teacher while the rest of the class role-plays the noisy class.

NOTE: For other activities in nonverbal communication, see the compilation of exercises on pages 20-28.

PERSONALITY PERCEPTION SCALE

Young	.....	Old
Intelligent	.....	Stupid
Cooperative	.....	Uncooperative
Honest	.....	Dishonest
Feminine	.....	Masculine
Tall	.....	Short
Energetic	.....	Lazy
Idealistic	.....	Realistic
Law Abiding	.....	Criminal
Mature	.....	Immature
Skinny	.....	Fat
Polite	.....	Boorish
Unemotional	.....	Emotional
Self Respecting	.....	Servile
Good Looking	.....	Ugly
Jovial	.....	Morose
Kind	.....	Cruel
Healthy	.....	Sickly
Orderly	.....	Disorderly
Conventional	.....	Eccentric
Extroverted	.....	Introverted
Careful	.....	Careless
Artistic	.....	Inartistic
Sophisticated	.....	Naive
Active	.....	Passive
Strong Willed	.....	Weak Willed
Humble	.....	Proud
Brave	.....	Cowardly
Sensitive	.....	Insensitive
Rich	.....	Poor
Educated	.....	Uneducated
Sense of Humor	.....	No Sense of Humor
Sexy	.....	Sexless
Sincere	.....	Insincere
Convincing	.....	Unconvincing
Well Adjusted	.....	Neurotic
Talkative	.....	Quiet
Interesting	.....	Uninteresting
Enthusiastic	.....	Apathetic
Romantic	.....	Unromantic

Source: McCroskey, James C.; Larson, Carl E.; and Knapp, Mark L. Teacher's Manual: An Introduction to Interpersonal Communication. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971, p. 19.

GALLOWAY'S DIMENSIONS OF TEACHER NONVERBAL COMMUNICATION

(Encouraging to Restricting Continuum)

Congruity .....:.....:.....:.....:.....:.....:.....: Incongruity

This dimension refers to the congruity or incongruity that exists between the voice, gesture, and actions of the teacher and the verbal content communicated by the teacher. Congruity occurs when the teacher's verbal message is supported and reinforced by nonverbal behaviors to the extent that there is consonance between verbal intent and nonverbal referents. A mixed message or incongruity exists when there is a discrepancy or contradiction between the verbal message and nonverbal information.

Responsive .....:.....:.....:.....:.....:.....:.....: Unresponsive

A responsive act relates to modifications in the teacher's behavior as a result of feedback. Verbal feedback occurs when the teacher hears himself talking, but nonverbal feedback is based on the reactions and responses of pupils to the teacher. A responsive act occurs when the teacher alters the pace or direction of a lesson as a result of a detection of misunderstanding or feelings by pupils. Operating on the basis of pupil behavior the teacher uses feedback data to "feedforward" with changed information. Unresponsive acts are an ignoring of or an insensitivity to the behavioral responses of pupils.

Positive Affectivity .....:.....:.....:.....:.....:.....:.....: Negative Affectivity

Positive non-verbal expressions convey warm feelings, high regard, cheerful enthusiasm, displays of liking and acceptance. Negative nonverbal expressions convey aloofness, coldness, low regard, indifference, or display of rejection.

Attentive .....:.....:.....:.....:.....:.....:.....: Inattentive

Nonverbal expressions may imply a willingness to listen with patience and interest to pupil talk. By paying attention, the teacher exhibits an interest in pupils. By being inattentive or disinterested, the teacher inhibits the flow of communication from pupils and neither sustains nor encourages sharing information or expressing ideas.

Facilitating .....:.....:.....:.....:.....:.....:.....: Unreceptive

The teacher is facilitating when acting to perform a function which helps a pupil, usually in response to a detection of pupil needs, urgencies, or problems. This may be in response to a pupil request or a nurturant act. An unreceptive act openly ignores a pupil when a response would ordinarily be expected, may ignore a question or request, or may be tangential response.

Supportive .....:.....:.....:.....:.....:.....:.....: Disapproving

Expressions supportive of pupil behavior or pupil interactions manifest approval, indicate being strongly pleased, exhibit encouragement, or connote enjoyment or praise. Disapproving expressions convey dissatisfaction, discouragement, disparagement, or punishment. The expression may be one of frowning, scowling, or threatening glances.

Adapted from:

Galloway, Charles M. "Nonverbal Communication." Theory into Practice, 7 (December, 1968), 174. ERIC DOCUMENT #ED 031 435.

INTERACTION ANALYSIS MODEL:

Correlating Verbal and Nonverbal Cues

Summary of Categories for Interaction Analysis Using Nonverbal Categories

		Verbal[1] (Flanders)	Nonverbal (Galloway)	
			Encouraging	Restricting
TEACHER TALK	Indirect Influence	1. ACCEPTS FEELING	1.	11.
		2. PRAISES OR ENCOURAGES	2. CONGRUENT: nonverbal cues reinforce and further clarify the credibility of a verbal message.	12. INCONGRUENT: contradiction occurs between verbal and nonverbal cues.
		3. ACCEPTS OR USES IDEAS OF STUDENT	3. IMPLEMENT: implementation occurs when the teacher actually uses student's idea either by discussing it, reflecting on it, or turning it to the class for consideration.	13. PERFUNCTORY: perfunctory use occurs when the teacher merely recognizes or acknowledges student's idea by automatically repeating or restating it.
		4. ASKS QUESTIONS	4. PERSONAL: face-to-face confrontation.	14. IMPERSONAL: avoidance of verbal interchange in which mutual glances are exchanged.
	Direct Influence	5. LECTURES	5. RESPONSIVE: change in teacher's pace or direction of talk in response to student behavior, i.e., bored, disinterested, or inattentive.	15. UNRESPONSIVE: inability or unwillingness to alter the pace or direction of lecture disregarding pupil cues.
		6. GIVES DIRECTIONS	6. INVOLVE: students are involved in a clarification or maintenance of learning tasks.	16. DISMISS: teacher dismisses or controls student behavior.
		7. CRITICISMS OR JUSTIFIED AUTHORITY	7. FIRM: criticisms which evaluate a situation cleanly and crisply and clarify expectations for the situation.	17. HARSH: criticisms which are hostile, severe, and often denote aggressive or defensive behavior.
STUDENT TALK		8. STUDENT TALK-RESPONSE	8. & 9. RECEPTIVE: involves attitude of listening and interest, facial involvement, and eye contact.	18. & 19. INATTENTIVE: involves a lack of attending eye contact and teacher travel or movement.
		9. STUDENT TALK-INITIATION		
		10. SILENCE OR CONFUSION	10. COMFORT: silences characterized by times of reflection, thought, or work.	20. DISTRESS: instances of embarrassment or tension-filled moments, usually reflecting disorganization and disorientation.

[1] For a complete and detailed discussion of the verbal categories in this summary, see the article in this issue by Edmund J. Amidon on "Interaction Analysis and Teacher Education," pp. 159–67.

Source:

Lail, Sue S. "The Model in Use (Nonverbal Communication)." Theory into Practice, 7 (December, 1968), 177. ERIC Document #ED 031 435.

Teaching Nonverbal Communication in an Interpersonal Communication Class:

Exercises and Activities

(Omitted here)

Exercises drawn from:

Bosmajian, Haig. ed. The Rhetoric of Nonverbal Communication: Readings (Glenview, Ill.: Scott, Foresman Company, 1971).

Brooks, William D. Instructional Strategies to Accompany Speech Communication (Dubuque, Ia.: Wm C. Brown Company, 1971)

Giffin, Kim and Patton, Bobby R. Fundamentals of Interpersonal Communication (N.Y.: Harper & Row, 1971).

_____. Instructor's Manual to Accompany Fundamentals of Interpersonal Communication (N.Y.: Harper & Row, 1971).

Keltner, John W. Interpersonal Speech-Communication: Elements and Structures (Belmont, Calif.: Wadsworth Publishing Company, 1970).

_____. Instructor's Manual to Interpersonal Speech-Communication (Belmont, Calif.: Wadsworth Publishing Company, 1970).

McCroskey, James C., Larson, Carl E., and Knapp, Mark L. Teacher's Manual: An Introduction to Interpersonal Communication (Englewood Cliffs, N.J.: Prentice-Hall, 1971).

Symposium on "Teaching Interpersonal Speech Communication in the Community College," Western Speech Communication Association Convention, Nov. 23, 1971, Fresno, California. Available from Professor Noel D. White, Department of Speech, Eastern Washington State College.

Progress Check:

1) The class will view the film, "Analysis of Teacher-Pupil Interaction, Section II (Accepting Responses)" (see p. 31), and identify nonverbal behaviors of the teacher which exemplify the negative ends of each of Galloway's six scales (dimensions) of teacher nonverbal communication.

2) Each class member will select one of the nonverbal variables listed below and write a brief essay explaining how he would manage this aspect of nonverbal communication to facilitate pupil-to-pupil communication:

a. Use of time

b. Use of space

c. Teacher location and travel

3) Student answers to the preceding two questions will be discussed in class.

Research Reports:

Adams, Raymond S. "Location as a Feature of Instructional Interaction." Merrill-Palmer Quarterly, 15 (October, 1969), 309-321.
-Reports on teacher travel or location, noting that teachers in the classrooms observed spent 68% of the time in the front of the room and 23% of the time walking around. For 8% of the time, "the teachers visited those center line locations where most emitters and targets are found. When they did so, they talked to the pupils located there. For 15% of the time, they took what appeared to be a supervisory journey that led them around the outskirts of the room and back to the front. During such trips they seldom talked to the pupils who inhabited the outer locations." (p. 319)

Addington, D. W. "The Relationship of Selected Vocal Characteristics to Personality Perception." Speech Monographs, 35 (November, 1968), 492-503.
-The author reports research that indicates people tend to attribute specific personality traits to speakers with nine different voice qualities. A man with a "throaty" voice, for example, is generally perceived as older, more realistic, mature, sophisticated, and well-adjusted than men without "throaty" voices. The same quality in a woman's voice causes her to be perceived as less intelligent, more masculine, and in short, "cloddish or oafish." The research holds clear implications for student perceptions of teachers and teachers' perceptions of pupils based on nonverbal cues.

French, Russell L. and Galloway, Charles M. "A Description of Teacher Behavior: Verbal and Nonverbal." Unpublished paper, Ohio State University, College of Education, 1968. ERIC Document #ED 028 134.
-A brief (9-page) discussion of some of the findings in French's 1968 dissertation at Ohio State University which reported on the classroom communication of selected public school teachers. The paper notes that all of the teachers observed tended to be more encouraging than restricting in their nonverbal cues. However, their nonverbal cues while responding verbally to (and verbally using) ideas of students were restricting significantly more often than they were encouraging.

Galloway, Charles M. "Nonverbal Communication." Theory into Practice, 7 (December, 1968), 172-175. ERIC Document #ED 031 435.
-Galloway discusses such teacher nonverbal behaviors as teacher travel, use of time, use of space, and control maneuvers. He describes each of his six dimensions of nonverbal communication.

Lail, Sue S. "The Model in Use (Nonverbal Communication)." Theory into Practice, 7 (December, 1968), 176-180. ERIC Document #ED 031 435.
-Discusses the use of Galloway's model of nonverbal teacher communication in the teacher training program at the University of Kentucky. Includes a chart which combines Flanders' categories of verbal interaction with Galloway's categories of nonverbal communication. (see p. 19 of this unit)

Maccoby, Nathan, et al., "Sound Film Recordings in Improving Classroom Communication." Unpublished research paper, Institute for Communications Research, Stanford University, 1963. ERIC Document #ED 003 591.
-An early study of nonverbal classroom communication. Although it confuses visual communication with the vastly larger field of nonverbal communication, this report does demonstrate that adults in general are not skilled at interpreting the visual cues of children in the institutional educational setting. Unlike most research in the area of nonverbal classroom communication, this paper focuses on the pupil's communication, not the teacher's.

Mehrabian, A. "Orientation Behaviors and Nonverbal Attitude Communication." Journal of Communication, 17 (December, 1967), 324-332.
-Reports that nonverbal messages are viewed as more valid, true or honest than incongruent verbal messages.

Torrance, Paul E. "Teacher Attitude and Pupil Perception." Journal of Teacher Education, 11 (March, 1960), 97-119.
-Based on a study of Air Force survival training, Torrance concludes that even though teachers verbally express an attitude by saying "the right words," the teachers' "real" attitudes are likely to be perceived by their students.

Wells, W. and Siegel, B. "Stereotyped Somatypes." Psychological Reports, 8 (1961), 77-78.
-The research reported here indicates that people form conclusions about another person's intelligence, sincerity, nervousness, ambition, and a number of other personality characteristics based on the person's body shape! Again, the influence of nonverbal cues or teachers' and pupils' perceptions of each other has important implications for classroom communication.

FILMS PORTRAYING CLASSROOM COMMUNICATION

I. Classroom Protocols Series (1971).

Available from the National Center for the Development of Teacher Training Materials, School of Education, Indiana University (Bloomington).

Includes four films depicting different communication situations in a high school English class. The students in the film are not actors but members of a constituted class and the classroom activity appears quite realistic. An extensive (62 pages) study guide accompanies the films. All the films are short, ranging from 5 to 7 minutes.

Film titles are:

Cognitive Interaction

Affective Interaction

Classroom Management

Counseling

II. Patterns in Teacher-Pupil Interaction: Reacting to Pupil Responses I & II (1971).

Available from the National Center for the Development of Teacher Training Materials cited above.

Includes two films (about 10 minutes each) of traditional reading lessons in two different elementary school classes. Although the films were produced to reveal the teacher questioning techniques of "probing" the child and "accepting" his responses, they actually are more useful as examples of the teacher-dominated communication system. Virtually the only pattern of communication is the recitation cycle: teacher to student (question)--student to teacher (answer)--teacher to student (response to answer). The teachers frequently communicate rejection (not acceptance) of student responses through their nonverbal and verbal cues. The level of thinking required to answer the teachers' questions is also revealing.

UNIT IV

The Verbal Code: Encoding and Decoding

Objectives:

1) To increase teacher understanding of the role perceptual differences play in verbal communication.

2) To develop greater encoding flexibility in the teacher, along with greater awareness of potential listener responses to: a) inaccurate teacher encoding; and b) teacher praise and criticism.

3) To develop more flexible questioning techniques.

4) To develop greater communicative skill in handling student verbal responses which are "wrong" (misunderstood, misconstrued, or not "what the teacher wants").

5) To develop appreciation for the role of the teacher as a listener.

Readings:

Clark, Margaret; Erway, Ella; and Beltzer, Lee. The Learning Encounter: The Classroom as a Communications Workshop. New York: Random House, 1971.
-Chapter 3: "Verbal Behavior"
-Chapter 6: "The Components of Speech Communication"

Dauterman, Philip. "Are There Any Questions?" Alberta English, 10 (Summer, 1970), 29-32. ERIC Document #ED 045 672.
-Highly readable, compact collection of concrete suggestions for improving teacher's questioning techniques.

Giffin, Kim and Patton, Bobby R. Fundamentals of Interpersonal Communication. New York: Harper & Row, 1971.
-Chapter 3: "Interpersonal Perception and Communication"
-Chapter 5: "The Individual Encodes and Decodes Linguistic Messages"

Ginott, Haim G. Between Parent and Teenager. New York: Avon Books, 1969.
See especially sections on "Nonjudgmental Reply," "Criticism: A New Approach," "Anger Without Insult," and "Praise: A New Approach."

Guskin, Alan E. and Guskin, Samuel L. A Social Psychology of Education. Reading, Mass.: Addison-Wesley Publishing Co., 1970.
-Chapter 2: "Teacher and Pupil Perceptions of One Another"
-Chapter 4: "Persuasion in the Classroom"

Haney, William V. "Perception and Communication." Basic Readings in Interpersonal Communication. Edited by Kim Giffin and Bobby R. Patton. New York: Harper & Row, 1971, pp. 139-169.

Hayakawa, S.I. Language in Thought and Action. New York: Harcourt, Brace and World, Inc., 1949.
-See especially sections on "Contexts," "The Double Task of Language," and "The Two-Valued Orientation."

Herald, Mary Clare. "My Talk Will Be Different: Improving Classroom Communication." National Elementary Principal, 48 (February, 1969), 12-16.
-Good examples of open and accepting teacher/pupil interaction on pp.14-16.

Holt, John. The Underachieving School. New York: Pitman Publishing Corp., 1969.
-See section, "Teachers Talk Too Much," pp. 47-52.

Keltner, John W. Interpersonal Speech Communication: Elements and Structures. Belmont, Calif.: Wadsworth Publishing Co., 1970.
-Chapter 3: "Who Is Talking To Whom? The Many Faces of You"
-Chapter 4: "Words, People, and Behavior: Messages and Meanings"
-Chapter 5: "Correcting and Controlling Our Messages: Feedback"
-Chapter 7: "The Focus of Thought, Perception, and Behavior: Attention and Listening"

Piaget, Jean. The Child's Conception of the World. Towata, N.J.: Littlefield, Adams and Co., 1969.
-Chapter 1: "The Notion of Thought"
-Chapter 2: "Nominal Realism"
-Chapter 5: "Consciousness Attributed to Things"
-Chapter 6: "The Concept of 'Life'"

Postman, Neil and Weingartner, Charles. Teaching as a Subversive Activity. New York: Delacorte Press, 1969.
-See especially Chapter 12, "So What Do You Do Now?" (pp. 193-206), which offers concrete ideas for the teacher to alter teacher-dominated classroom.

Robinson, Karl F. and Becker, Albert B. "Listening." Effective Speech for the Teacher. New York: McGraw-Hill Book Co., 1970, pp. 45-64.

Suchman, J. Richard. "Inquiry Training in the Elementary School." The Psychology of Language, Thought, and Instruction: Readings. Edited by John P. DeCecco. New York: Holt, Rinehart and Winston, 1967, pp. 412-417.

Activities:

1) Class members will form into dyads, each of which will choose a subject to discuss. The rules of the game are that each statement made by either party must be paraphrased by the other to demonstrate that the listener has heard and understood what was intended. Before continuing the discussion, the originator of the statement must be satisfied that the paraphrase expresses what was intended. In paraphrasing, the original words used may not be repeated.

2) Class members will read a classroom transcript in Clark, Erway and Beltzer (pp. 44-51) listed in the Readings section of this unit, and in small groups react to the verbal exchanges. Which teacher- or child-originated messages could be misunderstood? How could these messages be clarified for greater understanding? (As a follow-up, class members might collect samples of "missed" communication in their own classes for 2-3 days, and then report on their findings in class.)

3) Class members will identify and list the ways available to them to give feedback to their instructors. Factors to consider: a) How do feedback opportunities vary from one instructor to another? b) When should feedback be immediate? Should feedback channels ever be suspended? c) Under what circumstances do students take advantage of the opportunities to give feedback to teachers?

4) Class members will write brief (1-2 page) essays to the following questions. Essays will be read aloud and discussed in class. Emphasis should be on the depth of perception and verbal precision in responses.

Q: Which of your teachers really hear what you have to say? Evaluate why. Is it because their attitudes toward you as a person are positive and they perceive your attitudes toward them in the same way? Is it because you have shown you agree with their ideas? Is it because they feel you listen to them? Are there other reasons? Do they treat all of their students the same way as they treat you? If not, why?

5) Class members will take an unannounced quiz of the seven T/F questions on "Meaning" in Neil Postman, Language and Reality (New York: Holt, Rinehart and Winston, Inc., 1966), p. 42:

a. Dictionaries, as a rule, indicate all the meanings of a given word.
b. A change in the meaning of a word is usually accompanied by a change in the form of a word.
c. A word means whatever a given group of people makes it mean. There is no meaning apart from actual usage.
d. Regardless of how many people use "irregardless", it is still not a word in English.
e. Most words have only one real meaning.
f. As new words are added to the English language, meaning becomes increasingly imprecise.
g. The more meanings a word has, the less useful it is.

6) Class members will list words, phrases, and expressions frequently used by teenagers they know. These items should then be translated into the "language of adults." Explain why certain words and expressions of teenagers have no precise equivalents in the language of adults. Discuss how teachers can bridge the communication/generation gap created by the usage of such expressions.

Progress Check:

1) Items 3, 4, and 6 above would be suitable for out-of-class assignments.

2) Item 5 above could be used for an in-class spot check.

Research Reading:

Barnlund, Dean C., ed. Interpersonal Communication: Survey and Studies. New York: Houghton Mifflin Co., 1968.

-Chapter 11: Morton Deutsch, "The Interpretation of Praise and Criticism as a Function of Their Social Context," pp. 183-198. An experimental study of the impact of degrees of praise or criticism compared across various social settings (family, school, work, military) and across social roles (subordinate, peer, superior). A particularly good study for teacher consideration, for its evaluation of the perception of "praise" and "criticism" from superiors as well as from peers.

-"Introduction to 'Perspectives on Verbal Interaction,'" pp. 345-378. Good general overview of recent research in verbal interaction studies. Content would need adaptation, though, to specific teacher-needs and -interests.

-Chapter 24: Morton Deutsch, "Trust and Suspicion," pp. 421-438. Can be interpreted specifically in terms of the teacher-student development of trust.

-Chapter 27: John W. Thibaut and John Coules, "The Role of Communication in the Reduction of Interpersonal Hostility, pp. 497-508. Reinforces the importance of immediate feedback opportunities to reduce hostility.

Fessenden, Seth A., et al. "Speech and the Teaching Personality." Dimensions of Oral Communication Instruction. Edited by Keith Erickson. Dubuque, Iowa: Wm. C. Brown Co., 1970, pp. 216-231.
-Discusses the ways in which the teacher's personality is revealed through verbal messages. Lists negative and positive personality traits which emerge through language.

Haupt, Dorothy. "Relationships Between Children's Questions and Nursery School Teachers' Responses." Condensed from unpublished doctoral dissertation, Wayne State University, 1966. ERIC Document #ED 046 507.
-Two main points emerge from this study:
1) Nursery school teachers observed in two middle-class schools did not provoke divergent thinking or probing on the part of the child. Teachers frequently accepted questions as they were stated, showing limited discernible evidence of the need to probe behind the child's verbal facade for meaning and gaps in understanding.
2) The greatest number of questions involving egocentric or affective issues occurred during the periods structured by the children (eg., play).

Hoetker, James and Ahlbrand, William P., Jr. "The Persistence of the Recitation: A Review of Observational Studies of Teacher Questioning Behavior." Unpublished report, Central Midwestern Regional Educational Lab (St. Ann, Mo.). Study supported by Office of Education, Bureau of Research. ERIC Document #ED 036 511 (1968).
-This report presents a chronological review (1893 to 1963) of formal and informal classroom observational studies which, in examining the use of recitation as a pedagogical method, show that teachers talk during the majority of classroom time, asking or reacting to factual questions

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posed to students. Included is a brief discussion of Arno Bellack's research, in 11th-grade social studies classrooms, of the verbal behavior of teachers and pupils, and a summary of his formulation of "Rules of the Classroom Language Game."

-"What Bellack observed, then, was that his teachers, despite differences in the sizes, ability levels, and backgrounds of their classes, acted very much like one another. They talked between 2/3 and 3/4 of the time. Their main activity was asking questions and reacting to questions that called for factual answers from students." (p. 3)

Kean, John M. "A Comparison of the Classroom Language of 2nd and 5th Grade Teachers." Unpublished report on study done at Kent State University. ERIC Document #ED 018 777 (1967).

1) This study acknowledges that the child's basic language structure is established by the time he enters school, but stresses that oral language and written language continue to develop until at least adolescence. (p.10)

2) The study suggests that teachers who emphasize that children speak only in "complete sentences" may be misguided: "Not only do 'complete sentences seem poorly related to natural communication and to structure as it seems to occur, but they perhaps hamper children's thinking by forcing them to concentrate on 'completeness.' The teachers themselves use what would appear to be a more normal pattern suitable for a discussion. Children in play situations would probably do likewise." (p. 87)

3) "More knowledge definitely is needed about both children's language and about teacher's language before suggestions for teacher preparation programs can progress beyond vague (and possibly false) generalities about the importance of teacher's language as an example for children. That everyone is agreed concerning the importance of oral language learning as a specific language arts skill is clear." (p. 91)

Massialas, Byron G., et al. "Structure and Process of Inquiry into Social Issues in Secondary Schools. Volume I, Inquiry Into Social Issues." First volume (319 pages) of a study to develop a category system to analyze issue-centered classroom discussion. University of Michigan at Ann Arbor for the Office of Education, Bureau of Research. ERIC Document #ED 039 161 (1970).

-"If the [teacher's] questions are of a high cognitive level the answers will also be of the same high level. Our data indicate that there is a 0.69 correlation between teacher questions and student responses. If the teacher asks for exposition, the chances are that he will get an exposition-type answer. . . . The congruence we find between teacher-student, question-answer patterns is quite clear and suggests that the questions teachers ask may, indeed, affect the classroom discourse and determine to a large extent whether or not a given classroom is inquiry-centered." (pp.192-193)

-"Our data indicate that many teachers talk too much in the classroom. Again, while no formula exists, teachers need to become conscious of the extent to which they monopolize classroom discussion. While teachers must provide direction in the initial steps of inquiry into issues by asking appropriate questions, there must be a point at which students, themselves, ask the important questions. One of the goals of inquiry instruction is to generate student-student rather than teacher-student intellectual challenge and response. Students need to be given the opportunity to think for themselves." (p. 204)

Sereno, Kenneth K. and Mortensen, C. David. Foundations of Communication Theory. New York: Harper and Row, 1970.
-See especially Part III, "De-Coding and Encoding," pp. 121-175. This segment of the book focuses upon recent (1960-1967) research in perception, attention, and consciousness. The two articles by Adrian and Deutsch & Deutsch focus, in particular, upon listening perception and attention, and would be of interest to teachers who complain about students who "con't listen."

Zimmerman, Barry J. and Bergan, John R. "Intellectual Operations in Teacher-Child Interaction. Unpublished report on the Tucson Early Education Model done for the Office of Education at Arizona University, Tucson, 1968. ERIC Document #ED 039 011.
-This report covers a nationwide survey of 20 "Follow-Through" Programs--federally-funded elementary programs to pick up where Headstart leaves off.

-"The most striking finding to come out of the present study is the revelation of the inordinate amount of emphasis placed on factual knowledge questions in early education. Intellectual operations other than cognition which many educators and psychologists feel are vital to productivity in a changing society are not being stressed in teacher question-asking behavior."

UNIT V

Barriers to Classroom Communication

Once teachers and prospective teachers are aware that the classroom itself can be the most powerful barrier to effective communication, they then need to be aware that the individual differences between persons in a classroom may constitute potential barriers to communication.

Objectives:

1) To increase awareness of the impact socio-economic and cultural background has in shaping the individual students' entire communication process (from perception through encoding and decoding).

2) To develop greater skill in bridging gaps in teacher-student communication and student-student communication when socio-economic or cultural differences exist.

3) To enable identification of the teacher's own limited and/or stereotyped perceptions in working with children from socio-economic or cultural backgrounds different from the teacher's.

4) To better understand and provide for the needs of children whom the teacher perceives as "different."

Readings: General, Barriers to Communication

Giffin, Kim and Patton, Bobby R., eds. Basic Readings in Interpersonal Communication. New York: Harper & Row, 1971.
-F. J. Roethlisberger, "Barriers to Communication Between Men," pp.359-365.
-Jack R. Gibb, "Defensive Communication," pp. 366-374.
-Kim Giffin and Bobby R. Patton, "Personal Trust in Human Interaction, p. 375ff.
-Carl R. Rogers, "The Characteristics of a Helping Relationship," pp. 397-417.

_____. Fundamentals of Interpersonal Communication. New York: Harper & Row, 1971.
-Chapter 7: "Barriers to Interpersonal Communication," pp. 159-199.

Guskin, Alan E. and Guskin, Samuel L. A Social Psychology of Education. Reading, Mass.: Addison-Wesley Publishing Co., 1970.
-Chapter 6: "Conformity and Deviance in Classroom Groups", pp. 85-97.

Holt, John. The Underachieving School. New York: Pitman Publishing Co., 1969.
-"Teaching the Unteachable," "Blackboard Bungle," and "Children in Prison."

Johnson, David W. The Social Psychology of Education. New York: Holt, Rinehart and Winston, 1970.
-Chapter 8: "Interpersonal Expectations and Academic Performance," pp.140-152.
Article reviews recent research exploring the relationship between

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teacher expectancies and pupil performance, stressing a) the power of the expectancy; b) the verbal and nonverbal ways in which a teacher expresses expectancies; and c) the conditions under which expectancy effects are the strongest.

-Chapter 9: "Cooperation, Competition, and Conflict Resolution," pp.153-179.

Keltner, John W. Interpersonal Speech Communication: Elements and Structures. Belmont, Calif.: Wadsworth Publishing Co., 1970.
-Chapter 9: "Danger Signals and Booby Traps: Barriers and Breakdowns," pp. 164-191.

-Chapter 11: "Rivals, Competitors and Enemies: Conflict," pp. 220-257. (While the content of this text refers primarily to adult-adult interaction, application can easily be made to teacher-student and student-student communication situations.

Polomares, Waldo H. "Communication Begins With Attitude," National Elementary Principal, 50 (November, 1970), 47-49. (Special issue on education for the Spanish-speaking.)

Readings: Barriers Due to Introversion/Extroversion

Giffin, Kim and Heider, Mary. "The Relationship Between Speech Anxiety and the Suppression of Communication in Childhood." Basic Readings in Interpersonal Communication. Edited by Kim Giffin and Bobby R. Patton. New York: Harper & Row, 1971, pp. 51-64.

Phillips, Gerald M. "The Problem of Reticence." Dimensions of Oral Communication. Edited by Keith Erickson. Dubuque, Iowa: Wm. C. Brown Co. Publishers, 1970, pp. 327-345.

Phillips, Gerald, et al. The Development of Oral Communication in the Classroom. New York: Bobbs-Merrill Co., Inc., 1970.
-Chapter 7: "The Quiet and the Noisy Ones," pp. 129-156.

Readings: Communication Across Cultural and Socio-Economic Barriers

Clark, Margaret; Erway, Ella; and Beltzer, Lee. The Learning Encounter: The Classroom as a Communications Workshop. New York: Random House, 1971.
-Chapter 9: "A Dialect for Meaning," pp. 157-183.

Daniel, Jack. "The Poor: Aliens in an Affluent Society: Cross-Cultural Communication." Today's Speech, 18 (1969), 15-21.

DeCecco, John P., ed. The Psychology of Language, Thought and Instruction: Readings. New York: Hotl, Rinehart and Winston, 1967.
-Basil Bernstein, "Social Structure, Language, and Learning," pp. 89-103.

Epps, Edgar G. "Interpersonal Relations and Motivation: Implications for Teachers of Disadvantaged Children." Journal of Negro Education (1970), 14-26.

Osborne, Lynn. "Speech Communication and the American Indian High School Student." Speech Teacher (January, 1968), 38-43.

Preston, Dennis R. "Social Dialects and College English." Speech Teacher, 20 (November, 1971), 237-246.
-Article discusses dialect course as an alternative to basic college English course, offering many ideas adaptable to high school curriculum.

Taylor, Orlando. "Some Sociolinguistic Concepts of Black Language." Today's Speech, 19 (Spring, 1971), 19-26.

Williams, Frederick, ed. Language and Poverty: Perspectives on a Theme. Chicago: Markham Publishing Co., 1970.
-Chapter 1: An overview of the impact poverty has on language. Offers distinction between the "deficit" and "different" theories. (Williams)
-Chapter 8: "Bilingualism and the Spanish-Speaking Child" (John and Horner)
-Chapter 9: "The Logic of Nonstandard English" (Labov)
-Chapter 17: "Toward a History of American Negro Dialect" (Stewart)
-Chapter 18: "Language, Attitude and Social Change" (Williams)

Wolfram, Walt. "Sociolinguistic Premises and the Nature of Nonstandard Dialects." Speech Teacher, 19 (1970), 177-184.

Wood, Barbara. "Everyday Talk and School Talk of the City Black Child." Speech Teacher, (1969), 282-296.

Zintz, Miles V. Education Across Cultures. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1969.
-Part I deals with cultural gaps between Anglo teachers and Spanish-American and Indian students which serve as communication barriers.

Activities:

1) Taped listening exercises could include:

a) Listening to a tape-recorded narration of an incident, told by persons speaking markedly different dialects. Listeners should be able to accurately translate what they hear into their own native dialect.

b) Solicit the cooperation of a small group (4-5) of speakers from diverse socio-economic and ethnic backgrounds (but preferably Americans), and tape their verbal reactions to a common theme (eg., one teacher tried this, using pictures to elicit communication). Then, play the resulting tape for class members, asking them to identify the socio-economic and cultural backgrounds of the various speakers. Relate identifications to research on stereotyping and teacher-expectations being fulfilled in the classroom. (cf. Naremore article, Research Readings in this unit, p. 46)

2) Administer the usage test suggested by Postman, Language and Reality (New York: Holt, Rinehart and Winston, Inc., 1966), p. 164-165.

Below is a brief usage test, similar to many found in grammar books across the country. Letter a page in your notebook "a" - "j". Write after the proper letter the correct one of the two words in parentheses in each of the following sentences:

a. One of the girls (were, was) late.
b. It (don't, doesn't) bother me at all.
c. This discussion is between (her and me) (she and I).
d. Money doesn't make (any, no) difference to me.
e. (John, John's) hitting the ball surprised me.
f. The food should be (frozen, froze) immediately.
g. Mom said we had (driven, drove) far enough.
h. Amy (set, sat) down at the table.
i. I would (of, have) gone if I could.
j. He (can, can't) hardly throw to first.

Be prepared to discuss in class the following questions:

A) What criteria did you use to determine which word in parentheses in each sentence is"correct"?
B) What makes one word more "correct" than another?
C) Who decides what the "rules" are for "correct" usage? Where does he get his information?
D) Who sets the standard for the "standard dialect"? To what socio-economic class do "standard" speakers of English belong? What roles do they play in the society? How much education do they have?
E) There are millions of people in this country whose answers on the sample usage test you took would differ from the answers a grammar text gives. Why doesn't their speech and writing deserve respect equal to that given the speech and writing of "standard" speakers of English?
F) What inferences about the social and economic values of American society can you draw from your answers to Questions A-E?

3) The following suggestions are derived from Keltner's Interpersonal Speech Communication, p. 191. (See p. 39 for full bibliographic entry.):

a) Class members should prepare a demonstration in which they dramatize some critical barrier or breakdown between teacher-student or student-student. Following this will be a "replay" of the dramatization with a corrective system that will avoid the difficulty.

b) In your school, a number of student activities are under the supervision of faculty and staff. Have class members seek out some event on your campus where an interpretation of rules and regulations has caused some furor. They should try to trace the origin of the regulation and the various stages through which the regulatory information passed before it was received by the students involved in the incident.

c) Cross-cultural communication is one of the most serious problems of our time. Assign class members to find as much as they can about the barriers and breakdowns, other than differences in language, relating to our speech-communication with the following: 1) disadvantaged to/from the affluent; 2) black to/from white; 3) foreign students to/from American students in the same school (or on the same campus).

Progress Check:

1) Class members will write a brief essay, suggesting methods by which they would try to engage a reticent student in the class interaction, if they were the teacher of that class. Suggestions should deal with both the immediate interaction which might occur in a specific classroom activity, as well as the on-going student-student interaction in the process of making friends. Discuss significant suggestions in class.

2) Based on a descriptive news account of a communication conflict, ask class members to respond to the initial incident, suggesting ways in which conflict might have been avoided or reduced. One such incident (below) has been excerpted from the 4/24/72 Indiana Daily Student, "Letters to the Editor."

"To the Editor:

Tuesday morning (4/18/72) at approximately 2 a.m., five white males broke into our black fraternity house, poured beer on the carpet, broke windows, tore curtains and generally messed things up. Then they started a fight with two of the brothers as most of us were upstairs. We came to the rescue, and they got theirs, but that's not the story.

"The incompetency of two members of the Campus Police force is the subject of this letter. Not only did it take three calls to get a response, but when they did come, they treated the brothers like criminals and the whites (they broke into our house remember) as if they were the innocent ones. The officers marched in past all the brothers, went directly to one of the white males (who was drunk out of his mind) and asked what the trouble was. (Interestingly enough the officers would not, after we asked them several times, give the whites tests for intoxication.)

. . . . . .

"When the whites called members present 'black niggers' the officers were deaf. But when we responded their hearing became good again and they righteously told us to shut up. When one of the brothers was invited by one of the white males to get up and fight, one of the officers drew back his stick to hit the brother--all this happening while the white male stood and shouted insults at the brothers. The police said nothing to him and if the house president had not stepped in between the officer and the brother it is likely that the officer would have done something foolish.

. . . . . .

"The officers' actions from then on were synonymous with a policeman catching a man robbing a bank and asking him what the trouble is.

"What does it teach us when police are called to our home and they treat us like criminals, while the real criminal is treated like he's pure and free of harm? What does this teach us when police are called upon to protect our property and they relapse into racist statements like, 'This stick knows no color, BOYS.'

"For us the implications are clear and as old as they are clear: If you're white you're right. If you're black--hell, it's too old to repeat. You know the story.

"We feel also that the ignorance and, in some ways, racist actions of the campus police involved should be brought before the campus community and scrutinized. Not only by blacks but by all that are concerned with justice. Further, we feel that the two officers involved should be reprimanded and made accountable for their actions.

"Of course, to some of the students here the symbolic implications of the event described has no meaning outside itself. Such simplemindedness is deplorable.

Norman Harris, Junior for the
Men of Alpha Phi Alpha"

Research Reading:

Baratz, Joan C. "A Bi-Dialectal Task for Determining Language Proficiency in Economically Disadvantaged Negro Children." Child Development, 40 (1969), 889-901.

-"The results of this research indicate that (1) there are two dialects involved in the education complex of black children (especially in schools with a white middle-class curriculum orientation); (2) black children are generally not bi-dialectal; and (3) there is evidence of interference from their dialect when black children attempt to use standard English.

"The implications of this research to students of language development are very clear. If the criterion for language development is the use of a well-ordered systematic code, then the continued use of measures of language development that have standard English as the criterion of a developed form will only continue to produce the results that the Negro lower-class child is delayed in language development because he has not acquired the rules that the middle-class child has been able to acquire, that is, his language is underdeveloped. Using standard English criterion for tests that ask, "How well has this child developed language?" is absurd if the primary language that the child is developing is not standard English. The question to be asked in assessing language development in these children is, "Are the linguistic structures that the child uses highly ordered rules or random utterances, and how well do these utterances approximate the ordered rules of the adults in his environment?" (pp. 899-900)

Good, Thomas L. and Brophy, Jere E. "Analyzing Classroom Interaction: A More Powerful Alternative." ERIC Document #ED 041 837 (1969).

-"Children differing in social status, sex, or achievement level regularly differ in the type of interaction they have with their teacher. Davis and Dollard (1940) related that lower class children typically monopolize teacher criticisms, while teacher rewards go to the higher class children more regularly." (p. 5) Repeating other findings: Hoehn's (1954) data suggested that the low achieving students received a greater proportion of conflictive and dominative teacher contacts, while high achieving students received more promotive and supportive contacts. In addition, female teachers tended to favor girls; boys consistently are graded lower in elementary school.

-"Teachers demanded better performances from those children for whom they had higher expectations and were more likely to praise such performance when it was elicited. In contrast the teachers were more likely to accept poor performance from students for whom they held low expectations, and they were less likely to praise good performance from such students when it occurred, even though it occurred less frequently." (p. 14)

Gumperz, John J. "Verbal Strategies in Multilingual Communication." University of California, Berkeley, Language-Behavior Research Lab. (June, 1970). ERIC Document #ED 042 173.

-"There is overwhelming evidence to show that both middle-class and non-middle-class children, no matter what their native language, dialect, or ethnic background, when they come to school at the age of 5 or 6, have control of a fully formed grammatical system. The mere fact that their system is distinct from that of the teacher does not mean that their language is not rule-governed. Speech features which strike the teacher as different do not indicate failure to adjust to some universally accepted English norm; rather, they are the output of dialect, or language-specific syntactic rules which are every bit as complex as those of standard English." (p.

(cont.)

Research Readings ("Gumperz"-cont.)

-What sets minority group members off from others is "the juxtaposition of their own private language and life style with that of the public at large. This juxtaposition . . . is symbolized by constant alternation between in-group and out-group modes of acting and expression . . . Martin Luther King and Bobby Seale rely on it for much of their rhetorical effect." (p. 2)

-"It is true that lower class children frequently show difficulty in performing adequately in formal interviews and psychological tests. But these tests are frequently administered under conditions which seem unfamiliar and, at times, threatening to minority group children. When elicitation conditions are changed, there is often a radical improvement in response." (p. 3)

-"While bilingual phenomena have certain linguistic features in common, tnese features may have quite different social significance. Furthermore, to the extent that social conditions affect verbal behavior, findings based on research in one type of bilingual situation may not necessarily be applicable to another socially different one." (p. 3)

--The greatest amount of research is needed:
1) on big city Afro-American and Chicanos where bilingualism has persisted over several generations; and
2) to learn about the ways in which bilingual usage symbolizes the values of speakers and the social conditions in which they live. (p. 4)

-"The process of communication thus requires both shared grammar and shared rules of language usage. Two speakers may speak closely related and, on the surface, mutually intelligible varieties of the same language, but they may nevertheless misunderstand each other because of differences in background. We must know the speakers' normal usage patterns, i.e., which styles are associated as unmarked forms with which activities and relationships, as well as what alternates are possible in which context, and what cultural associations these carry." (p. 12)

-"A person may have every intention of avoiding cultural bias, yet by subconsciously superimposing his own interpretation on the verbal performances of others, he may, nevertheless, bias his judgment of their general ability, efficiency, etc." (p. 12)

-"We know very little about the distribution of usage rules in particular populations. For example, there seems to be no simple correlation with ethnic identity, nor is it always possible to predict usage rules on the basis of socio-economic indexes." (p. 12)

-"What are the implications . . . for our understanding of the role of dialect differences on classroom learning? . . . There is little if any experimental evidence that the pronunciations characteristic of urban Black English actually interfere with the reading process." (p. 16)

-"It is not enough simply to present the educator with the descriptive linguistic evidence on language or dialect differences. What we need is properly controlled work on reading as such, work which does not deal with grammar alone. Our data suggests that urban language differences, while they may or may not interfere with reading, do have a significant influence on the teacher's expectation, and hence on the learning environment.

(cont.)

In other words, regardless of overtly expressed attitudes, the teachers are quite likely to be influenced by what they perceive as deviant speech and failure to respond to questions and will act, accordingly, thus potentially inhibiting the students' desire to learn. . . . Sole concentration on the technical aspects of reading, grammar and spelling may so adversely affect learning environment as to outweigh any advantages to be gained." (pp. 17-18)

-". . . progress in urban language instruction is not simply a matter of better teaching aids and improved textbooks. Middle class adults have to learn to appreciate differences in communicative strategies of the type discussed here. Teachers themselves must be given instruction in both the linguistic and ethnographic aspects of speech behavior. They must become acquainted with code selection rules in formal and informal settings as well as those themes of folk literature and folk art that form input to these rules, so that they can diagnose their own communication problems and adjust methods to their children's background." (p. 18)

[This article by Gumperz also contains an excellent bibliography for further reference.]

Houston, Susan H. "A Reexamination of Some Assumptions About the Language of the Disadvantaged Child." Child Development, 41 (1970) 947-963. [A particularly good article for the non-specialist in this area to read.]

-"In particular, it has been accepted during the past few years that language, formerly considered to be learned behavior similar to simple acquired skills . . . is instead an endogenously or innately caused construct different from habit structures based on stimulus-response conditioning. . . . For instance, it is a universal fact that all children learn language merely by being placed in the environment of the language and that they do not need any special training or conditioning whatever to achieve this." (pp. 949-950)

-"It is a common hypothesis among educators, for instance, that [disadvantaged or minority children] may be considered linguistically deprived, presumably because they have not been specifically taught how to speak by their parents as well as because of other environmental reasons. Clearly, however, if it is accepted that language learning is a species universal and that it occurs merely by placing the child in the environment of the language, then this hypothesis is shown to be invalid." (p. 950)

-"Most likely, the linguistic aid they [disadvantaged children] need most is encouragement to use their non-school or natural language in the presence of adults, teachers, and otherwise, since this register of language often turns out to possess all the features said to be lacking in the language of the disadvantaged child." (p. 961)

John, Vera P. "Intellectual Development of Slum Children: Some Preliminary Findings." (1963) The Psychology of Language, Thought and Instruction: Readings. Edited by John P. DeCecco. New York: Holt, Rinehart and Winston, 1967, pp. 117-125.

-"In brief, the following results were attained in this preliminary analysis of verbal and classificatory behavior in young Negro children. Middle-class children surpass their lower-class age-mates in possessing

(cont.)

Research Readings ("John" - cont.)

a larger vocabulary (WISC Vocabulary results) and a higher nonverbal IQ (Lorge-Thorndike), in their ability to produce a best-fit response . . . and in their conceptual sorting and verbalization behavior. . . . The middle-class child has an advantage over the lower-class child in tasks requiring precise and somewhat abstract language. The acquisition of more abstract and integrative language seems to be hampered by the living conditions in the homes of lower-class children. Opportunities for learning to categorize and integrate are rare in the lives of all young children; this type of learning requires specific feedback or careful tutoring. Such attention is far less available to the lower-class child.

"Whatever their genesis, consistent class differences in language skills have here been shown to emerge between groups of children from the same subculture but of different socioeconomic class. By systematically examining features of the preschool lives of young children and clarifying their relationship to performance on language and conceptual tasks, it may be possible to facilitate the acquisition of these skills and thus improve educational methods for children of any class." (p. 125)

Naremore, Rita C. "Teacher's Judgments of Children's Speech: A Factor Analytic Study of Attitudes." Speech Monographs, 38 (March, 1971), 17-27.

-"The point at which the white and black teachers differ is that the white teachers have never encountered another language system which was of any importance to them, which contained its own set of expectations for the right way to talk. That is, white teachers, by virtue of being essentially monolingual, have always found 'standard' English applicable. The black teachers, on the other hand, probably discovered long ago that the prescriptive rules of 'standard' English do not apply in many situations they encountered. . . . The present research has shown that teachers form certain types of attitudinal responses to children on the basis of listening to tape recordings of the children's speech." (pp. 25-26)

Plumer, Davenport. "A Summary of Environmentalist's Views and Some Educational Implications." Language and Poverty: Perspectives on a Theme. Edited by Frederick Williams. Chicago: Markham Publishing Co., 1970, p. 265 ff. [This book also has an excellent bibliography for additional research.]

Williams, Frederick and Rundell, Edward E. "Teaching Teachers to Comprehend Negro Nonstandard English." Speech Teacher, 20 (September, 1971), 174-177.

-"Taped listening experiences, if accompanied by a written transcript will increase an individual's [nonspeakers of Negro Nonstandard English] comprehension capabilities in Negro Nonstandard English; however, this increase may be only a temporary improvement. . . . an obvious practical implication is that taped materials such as in the present study be used in teacher education programs where the students may find themselves working with speakers of Negro Nonstandard English. . . . teaching the teacher to at least comprehend Negro Nonstandard English may be a most practical and economical way to lessen this linguistic barrier in the classroom." (p. 177)

Zintz, Miles V. Education Across Cultures. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1969. Valuable text clarifying differences in perception and resulting communication between Anglos and Spanish-Americans and Indians in Southwestern United States. Entire book is valuable for teachers, particularly Part II.

APPENDIX I

Other Relevant Works

Although the following works were not consulted directly in developing this syllabus, they appear to be useful materials for a course in classroom communication.

UNIT I: Rationale For Studying Classroom Communication

Amidon, E. J., and Flanders, N.A. "The Effects of Direct and Indirect Teacher Influence on Dependent-Prone Students Learning Geometry." Journal of Educational Psychology, 52 (1961), 286-291.

Bellack, A. A., ed. Theory and Research in Teaching. New York: Bureau of Publications, Teachers College, Columbia University, 1963.

Biddle, B. J., and Ellena, W. J., eds. Contemporary Research on Teacher Effectiveness. New York: Holt, Rinehart and Winston, 1964.

Heck, Edward J. "A Training and Research Model for Investigating the Effects of Sensitivity Training for Teachers," Journal of Teacher Education, 22 (Winter, 1971), 501-507.

Flanders, N.A. "Teacher-Pupil Contacts and Mental Hygiene." Journal of Social Issues, 15 (1959), 30-39.

_____, and Havumaki, S. "Group Compliance to Dominative Teacher Influence." Human Relations, 13 (1960), 67-82.

Jackson, Tilman V. "Communication and the Classroom Teacher." Improving College and University Teaching, 16 (Winter, 1968), 50-52.

Stanistreet, Grace M. Teaching is a Dialogue. Garden City, N.Y.: Childrens' Centre for Creative Arts, Adelphi University, 1969.

Webb, Dwight. "Teacher Sensitivity: Affective Impact on Students." Journal of Teacher Education, 22 (Winter, 1971), 455-459.

Withall, J. Impact on Learners of Climate Created by the Teacher. Madison, Wis.: University of Wisconsin Bureau of Audio-Visual Instruction, 1963, film.

UNIT II: Communication Models: Perspectives on Teaching As Communication

Amidon, E. J. and Hough, J. B. Interaction Analysis: Research, Theory and Application. Reading, Mass.: Addison-Wesley, 1967.

_____, and Hunter, E. Improving Teaching: Analyzing Verbal Interaction in the Classroom. New York: Holt, Rinehart and Winston, 1966.

Flanders, N.A. "Using Interaction Analysis in the In-Service Training of Teachers." Journal of Experimental Education, 30 (1962), 341-349.

Gallagher, J. J. and Aschner, M.J. "A Preliminary Report on Analysis of Classroom Interaction." Merrill-Palmer Quarterly, 9 (1963), 183-195.

Mann, R. D., et al. The College Classroom: Conflict, Change, and Learning. New York: John Wiley and Sons, 1970.

Martin, R. G. "Communication and the Act of Teaching: A Footnote to Models of Teaching." Journal of Teacher Education, 22 (Winter, 1971), 418-425.

UNIT IV: The Verbal Code: Encoding and Decoding

Ladd, George T. and Andersen, Hans O. "Determining the Level of Inquiry in Teachers' Questions." Journal of Research in Science Teaching, 7 (1970), 395-400.

Sanders, Norris M. Classroom Questions: What Kinds? New York: Harper and Row, 1966.

Weber, Lillian. The English Infant School and Informal Education. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.
-"Relationships: Children and Teachers," pp. 34-37.
-"Interaction and Communication," pp. 100-104.
-"The English Teacher's Way," pp. 38-43.
-"Language and Experience," pp. 178-179.
-"Other Ideas," pp. 189-214.

UNIT V: Barriers to Classroom Communication

Lambert, Wallace E. "A Social Psychology of Bilingualism." Journal of Social Issues, 23 (1967), 91-109.

Shinn, Ronald. "Cultural Conflicts in the Classroom: Emphasis on Teachers as Classroom Communicators." Contemporary Education, 43 (October, 1971), 21-25.